



## Be Kind to Animals

### SPECIFIC OBJECTIVES

- \* Learning more about kindness towards animals.
- \* Learning about teamwork, commitment to improving our neighbourhood, doing something useful for others.
- \* Enjoying a picture story; it can also be enacted in the class.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Adjectives and their usage, comparisons; usage of 'a', 'an' and 'the'.
- \* Learning about variations in spellings and pronouncing words spelt with 'a', as in 'call', 'hall' and 'tail'.
- \* Learning and remembering addresses and phone numbers - why this is a safety measure.

### Outcome

- \* Learning about kindness towards animals.
- \* Working as a team for animal and human welfare.
- \* Using adjectives and articles.
- \* Finding the names of the animals in the grid.
- \* Speaking and writing correctly.
- \* Understanding and answering questions correctly.
- \* Memorising addresses and telephone numbers as a safety measure.

### Get Set!

- \* Discuss caring for animals.
- \* Discuss cruelty by human beings, especially in case of accidents, resulting in injuries to people and animals.
- \* Discuss the statements and ask the students to respond, without being judgemental, because some children have fears that need not make them feel ashamed. Someone may have been bitten by a dog, or there may be a family objection, etc.
- \* You can ask the students what they themselves think about it all.

### Read and Enjoy

- \* Read the lesson aloud, asking the students to take up the different characters.



- \* Explain the words and their meanings. Reading creates familiarisation with words.
  - \* Correct their intonation, stress, pronunciation, etc.
  - \* Talk about life in a colony/apartment - the need to be concerned for each other's welfare, the care of animals [pets and strays].
  - \* Then talk about how children can help; they are observant and alert to all that goes on around them.
  - \* Finally, talk about the neglect and cruelty faced by animals without their owners. How can they be helped by the groups of children?
  - \* Relate this to their own lives and ask in-text questions: Would they help a stray cat/dog? How? Is there a group like the one shown in the lesson in their neighbourhood? etc.
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- \* Discuss the questions in Exercises A, B and C and ask the students to answer them orally.
  - \* Then, where necessary, write the answers on the board to help the students in answering questions on the text, whether oral or written.
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- \* Use the board to explain adjectives.
  - \* Ask the students to name things and people in the classroom/school/home and use one word to describe each thing they name.
  - \* Write them on the board and then begin to separate them into names and describing words.
  - \* Now, define adjectives as describing words and show how we can compare two things or people when describing them.
  - \* Discuss the use of 'a', 'an' and 'the': Definite and indefinite articles; also, the difference between vowels/vowel sounds and consonants.
  - \* Discuss Exercises A and B, and then the students can do them in the class.
  - \* Add to the examples/exercises by randomly asking the students to give their own words to ensure that they understand the usage of adjectives, and of the articles.
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- \* Recognising the words learnt in the lesson.
  - \* Ask the students to do the exercise on their own.
  - \* Then do it on the board and let each one check his/her own work.
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- \* The students will enjoy doing this exercise.
  - \* Let them do this exercise on their own.
  - \* Write the answers on the board, so that the students can check their answers.

**Read and Understand**

**Grammar Spotlight**

**Spell Well**

**Word Power**

<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>* The teacher can read the questions aloud or ask the students to take turns reading them, so that they understand them well.</li> <li>* Then ask the students to answer the questions in their notebooks.</li> <li>* The teacher can write the answers on the board, if required.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>* Ask pairs of students to read aloud the conversation.</li> <li>* Check if the students understand the conversation well by asking them a few questions; explain where necessary.</li> <li>* Correct the students regarding the content and pronunciation.</li> <li>* Encourage the students to express their opinions, interests, etc., clearly.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>* Ask the students to speak about their pets.</li> <li>* Teach them to put their thoughts into words correctly and politely and to speak so as to be understood.</li> <li>* This will teach them to be observant and to speak out their minds fearlessly.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>* Let the students listen to the Digital Board so that they know how to say the words correctly.</li> <li>* Let the students say aloud more words spelt with 'a'.</li> <li>* In explaining the correct pronunciation, show how these words spelt with 'a' are pronounced differently: ball sale.</li> <li>* Draw attention to the phonetic symbols, as you teach them the pronunciation.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>* Write the sentences in a neat handwriting. The picture shows a vet treating a cat.</li> </ul>
<b>Project Work</b>	<ul style="list-style-type: none"> <li>* This project can be done by each student in his/her Project Book.</li> <li>* All their work should be displayed in the class so that every student is encouraged.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>* Read aloud the sentence and discuss it.</li> <li>* It is important that each student fills in the information mentioned in Exercise B. Learning addresses and phone numbers is very important. It will help in case of an emergency.</li> </ul>

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> <li>* Learning about kindness towards animals/birds.</li> <li>* Reading and reciting the poem correctly with the correct rhythm and emphasis.</li> <li>* Answering the questions on the poem.</li> <li>* Learning words, meanings, spellings, pronunciation, rhymes, etc.</li> </ul>



- \* Learning how important it is to love and care for animals/birds.
- \* Learning to pronounce words correctly by reciting the poem.
- \* The poem is written by Christina Georgina Rossetti. It describes the compassion of a child (poet) for a little lamb which is an orphan. The poem basically highlights kindness/compassion the poet feels for the lamb.
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand why it is important to love other creatures who share the planet Earth with us.
- \* Explain to them how we can show our love and care for animals/ birds – as in the poem by feeding them; caring for the sick or injured animals/birds; realising their value on the earth, etc.
- \* Discuss Exercises A and B and ask the students to answer them orally before writing the answers down.
- \* Ask them to identify words that rhyme and the words that express love and tenderness for the plight of the little lambkin.
- \* Ask the students to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

<p><b>Outcome</b></p> <p><b>Read and Understand</b></p>
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